Community Assessment and Intervention Alignment to Reduce Incidence of Female-to-Female Non-Intimate Partner Violence

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On our honor, we have neither given nor received unauthorized aid on this assignment.

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ACRONYMS

Bureau of Justice Statistics	BJS
Female-to-female non-intimate partner violence	FTFNIPV
Girls Study Group	GSG
Historically Black College and University	HBCU
North Carolina Central University	NCCU
Office of Student Rights and Responsibilities	OSRR
Relational Aggression	RA
Social Ecological Framework	SEF

EXECUTIVE SUMMARY

Significance: According to the North Carolina Central University (NCCU) Office of Student Rights and Responsibilities (OSRR), 14 undergraduate female students were sanctioned for participating in non-intimate partner violence incidents during the fall semester of 2011, some involving deadly weapons. NCCU administrators and staff identified a marked increase in incidents of undergraduate female-to-female non-intimate partner violence (FTFNIPV) within the last five years. FTFNIPV among college women is an area of public health with increasing importance but remains an area about which little is known. Consequences of FTFNIPV include injury and disrupted academic settings, and may include psychological and behavioral problems that negatively impact school performance, increased risk of depression, and may lead to future violent behaviors. Ultimately these long-term consequences have implications for health status and quality of life. Prior to the 2012-2013 academic year, the Vice-Chancellor for Student Affairs tasked the Director of the Women's Center with creating an initiative to address the increased levels of violence, at which time she sought out and formed a partnership with UNC's School of Public Health Capstone program to do just that.

Project Deliverables: Using a women-centered approach, this project intended to help NCCU add to a campus climate that encourages respect for self, others and community. Starting with a literature review, the NCCU Capstone team researched violence among female students occurring at historically black colleges and universities (HBCU). Though little data pertaining to FTFNIPV exists for this target population, we were able to corroborate increasing incidents of FTFNIPV at NCCU to national trends of violence. We completed a community social norms assessment to demonstrate the significance of the problem of FTFNIPV on NCCU's campus and to identify opportunities for intervention. Using anecdotal information from NCCU stakeholders as our guide, we developed our primary research questions, a focus group guide, and an individual interview guide. We then conducted six focus groups and five individual interviews with both female and male students on campus. Next, using the qualitative data, we created a community social norms and attitudinal questionnaire using both previously validated and originally developed items. The survey assessed attitudes towards and perceptions of using violence as a means to manage conflict. After compiling and analyzing the data, we wrote and distributed an Executive Summary to campus administrators, which outlined our findings and recommendations for intervention. Additionally, we used the formative research findings to develop a program plan outlining a campus-wide intervention to address the problem of FTFNIPV on NCCU's campus.

Broader Implications: This project significantly impacted Capstone team members as well as the partner organization. The Capstone team was able to provide intervention recommendations based on exploratory data rather than anecdotal evidence. This project could initiate a cultural shift on campus that discourages interpersonal violence and encourages healthy conflict management. This will add to the already rich and engaging academic experience that NCCU provides for its students. The formative research completed by the Capstone team contributes to current literature related to aggression among racial/ethnic minority women, of which there is little. Because our target population shared unique social experiences that shaped their attitudes and perceptions of violence, we anticipate our formative research will be useful to other HBCU's or similar communities that experience comparable problems with violence among women.

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INTRODUCTION

This summary report provides an overview of our shared Capstone experience working with community partners at the Women's Center of North Carolina Central University (NCCU). This report, in conjunction with project deliverables, serves as the equivalent to the Graduate School's Master's thesis and functions as a record for our Capstone experience. It additionally serves as a public resource for community-based interventions at Historically Black Colleges or Universities (HBCU) or other organization dealing with female-to-female non-intimate partner violence.

Partner Organization

NCCU, located in Durham, North Carolina, is the nation's first public liberal arts institution founded for African-Americans. NCCU offers programs at the baccalaureate, master's, and professional levels and in 2011 had a total enrollment of approximately 8,359 with 78% identifying as African-American, and 86% of freshman students choosing to reside on-campus ("North Carolina Central University Fact Sheet," 2008; Yu & Seward, 2012). As part of the University's mission, NCCU asserts its tradition serving African-American students while expanding the commitment to meeting the educational needs of a student body that is both racially and socioeconomically diverse ("North Carolina Central University Fact Sheet," 2008).

This project was specifically commissioned by the NCCU Women's Center. The mission of the Women's Center is to "promote the academic, personal, and professional development and potential of women on campus by celebrating their strengths and aspirations; fostering a safe, respectful and equitable environment; and collaborating to mutually support the needs of the campus and community as an integrative whole," (Boyd-Keyes, 2011). The Women's Center plays a prominent role on NCCU's campus providing support to both male and female students through informal advising and counseling in regards to women's advocacy issues, and they are deeply committed to ending FTFNIPV on campus (NCCU, 2012).

Purpose of Partnership

Administrators on NCCU's campus have anecdotally noted a rising trend in undergraduate FTFNIPV occurring throughout the past five years. As a result, administrators and the Women's Center staff expressed their concern for and commitment to addressing FTFNIPV involving undergraduate female students, as well as for intervening using a women-centered approach to improve the climate of respect for self, others, and community on NCCU's campus (Boyd-Keyes, 2012).

Logic Model Overview

As depicted in Appendix A, the NCCU Capstone Team logic model outlines the inputs, activities, outputs, outcomes, and impact of the effort to address rising rates of FTFNIPV on NCCU's campus. Key items include formative research initiatives, such as partnership building with NCCU Women's Center, developing logistics for conducting formative research (key informant interviews, focus groups, individual interviews, and a school-wide electronic questionnaire), analyzing qualitative and quantitative research data, and developing a comprehensive program plan to address areas identified through formative research.

Summary Report Overview

This summary report guides the reader through the NCCU Capstone team's efforts over the course of the 2012-2013 academic year. The report begins by explaining the background of FTFNIPV in the United States and explores why it is an important and expanding area of national interest. The report also provides a detailed outline with accompanying description of each deliverable produced by the NCCU Capstone team during the year. Finally, the report provides a comprehensive discussion of the strengths and limitations of the Capstone team's efforts in stakeholder engagement, lessons learned during the formative research process, the impact of FTFNIPV on NCCU's culture, as well as highlighting the team's contribution to the emerging body of literature focusing on FTFNIPV in higher education HBCU settings. The summary report concludes with recommendations for potential next-steps for NCCU

Women's Center and NCCU campus administrators to enhance their efforts to improve the quality of life for all NCCU students.

BACKGROUND

After nearly 20 years of decline, the Bureau of Justice Statistics (BJS) reports that the victimization rate for violent crimes has increased by 17% from 2010 to 2011. Young adults between the ages of 18-24 perpetrated a disproportionate share of simple assaults that largely accounted for the increase in total violence (Truman & Planty, 2012). In 2011, young adults in this age group accounted for the largest proportion (one quarter) of all individuals arrested for simple assaults, (U.S. Bureau of Justice Statistics, 2012), which made up 63% of violent victimization experienced by college students (Baum & Klaus, 2005).

According to the BJS, simple assault is defined as "an attack or attempted attack without a weapon that results in either no injury, minor injury, or an undetermined injury requiring less than two days of hospitalization" (BJS, 2012). In addition to physical harm, studies have reported that simple assaults have potential detrimental psychological, biological, and social impacts (Boney-McCoy & Finkelhor, 1995; Scarpa & Ollendick, 2003). In a survey of assault victims, Boney-McCoy and Finkelhor (1995) reported that respondents who were victimized displayed more psychological and behavioral problems that negatively impact school performance than respondents who were not victimized. Other studies have reported on the long-term impact of violence victimization and exposure to violence, which include increased risk of depression, post-traumatic stress disorder (PTSD), and future violent behaviors (Eitle & Turner, 2002).

The short and long term impacts of assaults disproportionately affect racial minorities and women (Kilpatrick, Saunders, & Smith, 2003). Although the prevalence of violence has dramatically decreased in the past two decades, persisting racial disparities in violence victimization and perpetration is a cause for concern. In respect to the general population, black youth are disproportionately impacted

by violence. Both violence perpetration and violence as a cause of mortality are highest among black youth as compared to white youth (Hawkins, 2009). In fact, violence is the leading cause of mortality among black males between the ages of 18-24 nationally and in North Carolina. Of young adults within that age group, the rate of simple assault victimization among blacks is three times that of whites. Furthermore, black females had the highest rate of simple assault victimization of all race and genders in 2011 (BJS, 2012).

In recent years, experts have anecdotally noted a rise in FTFNIPV on college campuses. The local and national prevalence of this problem remains unknown due to a lack of standardized reporting mechanisms specifically on college campuses. The U.S. Department of Justice, however, reports on overall rates of female arrests for violent crimes and such rates have risen in recent years (Zahn, Agnew, et al., 2010). As a result, the Girls Study Group (GSG) was formed by the U.S. Department of Justice to explore complicated trends in rising rates of female adolescent violence. A GSG report states that between 1997 and 2006, arrests for simple assault declined by 4% for boys while the rate increased by 19% for girls (Zahn, Agnew et al., 2010). GSG self-report data shows contradictory trends; self-report data show no increases in female involvement in violence compared to males, and "levels of assault for juvenile females and males have been fairly constant over the past two decades" (Zahn, Brumbaugh, et al., 2008, p. 7). News reports in nationally recognized periodicals such as The Washington Post have reported incidences of FTFNIPV occurring on the college campuses of Bowie State, Frostburg State, and Howard University (Thomas-Lester, 2011; de Vise & Samuels, 2011). Two of these incidents resulted in the deaths of female undergraduate students. Apart from such anecdotal evidence, reliable reporting mechanisms do not exist for violent crimes occurring among college students.

Consistent with national data, NCCU staff members have observed recent trends of increasing violence among female students. Data from the Office of Student Rights & Regulations (OSRR) on incidents of assault involving students on campus corroborate findings from national data. Over the past

four years, the number of students cited for involvement in an affray or assault has more than doubled from 12 students, inclusive of both genders in the 2008-2009 academic year, to 26 female students alone in the 2011-2012 year (Brown, 2012). Overall, it is clear that more research needs to be completed in order to clearly discern rates of FTFNIPV, both on the national level and at the campus-wide level. Thus, our Capstone project is meant to clarify the magnitude of this public health topic on NCCU's campus.

Existing Interventions

Interventions intended to reduce overall non-intimate partner violence are minimal, while interventions designed to specifically address FTFNIPV in the college-aged population are non-existent (Zahn, Brumbaugh, et al., 2008; Dahlberg, 1998). Interventions aimed at reducing violent behaviors in general have been implemented at various levels of the Social Ecological Framework (SEF). The SEF is a way to describe and organize the multiple levels of influence on health behaviors, including the intrapersonal, interpersonal, and organizational, community, and policy levels (Glanz, Rimer, & Viswanath, 2008). One intervention aimed at reducing violent behaviors among African-American boys used strategies that focused on the intrapersonal level of the SEF. The intervention focused on increasing anger management skills, self-control, and positive attitude change. Results showed that students in the treatment group were less likely to assume malicious intent among their peers and were deemed less aggressive by their teachers post intervention (Hudley & Graham, 1993).

At the interpersonal level, social skills training interventions to decrease violent behaviors place more emphasis on skill development through modeling, discussion, and role-playing of appropriate peer interactions (Dahlberg, 1998). Tolan & Guerra (1994) tested an interpersonal intervention consisting of video demonstrations showing effective interactions between peers. Participants used these videos as a foundation for discussing and role-playing non-violent responses to conflict. Improvements in problem solving, negotiation, and communication skills resulted from these activities (Hammond & Yung, 1991).

Ultimately, interventions addressing several levels of the SEF show promise of having the greatest impact (Glanz, Rimer, & Viswanath, 2008). Positive results have been shown in community-level interventions that are coupled with interpersonal-level change, such as one intervention designed to reduce violence among at-risk youth (Tolan & Guerra, 1994). Volunteers from the community were trained in program facilitation and provided monthly meeting opportunities, social events, and tutoring to high-risk individuals. At the two-year follow-up, participants receiving the intervention had significantly fewer arrests than those in the control group (Tolan & Guerra, 1994). These successful interventions exemplify most other work being completed in the field and could be potential models for interventions in our target population.

Pertinent Literature

Determining a cause for the rise in female violence, both in general and in HBCU settings, proves to be difficult as literature explaining this phenomenon is non-existent and determinants can only be anecdotally explained. Cillessen and Mayeux (2004) note that physical aggression can be a sign of maladjustment, which may pertain to college students forced to adjust to life away from home. The GSG attributed an increase in girls' arrests for violent behaviors to stricter law enforcement policies, claiming that as opposed to a rise in violent behaviors, there are actually just more reports of behaviors that were already occurring (Zahn et al., 2008).

Additionally, a rise in fighting among our prioritized population could potentially be a result of relational aggression (RA). Crick and Grotpeter (1995) originally defined RA as the psychological antagonism between individuals that is purposefully used to damage a relationship or the social standing of another. Also known as a type of "psychological warfare" (Goldberg, 2009), RA is more commonly used by girls as compared to boys and can be a powerful motivator for conflict among girls (Goldberg, 2009; Waldron, 2010; Simmons, 2003; Crick & Grotpeter, 1995; Nelson, Springer, Nelson & Bean, 2008).

There are limitations in attributing RA as a predecessor to FTFNIPV in our population of African-American female students at NCCU. In her book *Odd Girl Out,* scholar Rachel Simmons (2003) explores RA among adolescent females and highlights the lack of diversity in RA research stating: "What little we know about girls' relationships is based mostly on studies of white, middle-class girls" (p. 243). Simmons adds that other races, ethnicities, and class backgrounds are consistently overlooked in academic literature on RA. Additionally, further literature suggests that RA is not a tactic used by African-American girls, and claims that African-American girls, specifically from working class neighborhoods, are often parented to confront problems directly and, at times, encouraged to use physical aggression in lieu of employing RA tactics (Simmons, 2003).

Further literature suggests the complex relationship between race, class, and gender as reasoning to why FTFNIPV may disproportionately affect our target population. Waldron (2010) identifies face-to-face confrontation as a conflict management strategy utilized by minority girls as a result of not having similar systemic protections as their white counterparts. African-American girls have been found to perceive their environments as hostile and generally non-supportive, which could facilitate violent behaviors (Pugh-Lilly, Neville, & Poulin, 2001).

Furthermore, anecdotal evidence from recent FTFNIPV incidencts at NCCU indicates that social media, particularly Twitter, may play a role in escalating disagreements to physical altercations among female students. More than 93% of adults aged 18-29 now access the Internet, with African-American adults representing the most active users and the fastest growing segment of mobile Internet consumers compared to whites and Hispanics (Lenhart, Purcell, Smith, & Zickuhr, 2010). Researchers studying girls' experiences with violence express growing concerns for the role of electronic media in facilitating and promoting aggressive and violent behaviors. A 2009 study found that women spend more time on Facebook and scored significantly higher on jealousy resulting from its use as compared to men (Muise, Christofides, & Desmarais, 2009). However, further research is needed to better identify a

possible relationship between social media use and physical aggression among female students

(Waldron, 2010; Kellerman, 2011).

We found no specific mention of determinants related to African American females in HBCU

settings in an extensive literature review of FTFNIPV. Further, while the reviewed literature anecdotally

supports potential reasons for FTFNIPV among our population (i.e. maladjustment, RA, and social

media), we are still unable to definitively identify causal links to our health problem of interest. Thus,

our team has determined that further research is needed to address the dearth of associated literature

on FTFNIPV in our given population.

Rationale

While evidence supports the negative biological, sociological, and psychological effects of

violence, non-existent evidence on FTFNIPV in college settings disallows a solid argument on the breadth

of this problem. To better identify existing attitudes and social norms of our population of interest, we

utilized formative research strategies including focus groups and individual in-depth interviews. These

types of formative research methods are often recommended for public health topics about which little

is known (Taket, 2010). In particular, conducting focus groups and interviews allowed us to explore the

complex nature of social norms surrounding FTFNIPV as well as the reasons for students' attitudes and

beliefs regarding FTFNIPV. By conducting our research in this way, we will to add to the insufficient body

of literature on this topic so that similar entities may use our research findings when determining the

prevalence of FTFNIPV in their respective environments. By employing a mixed methods approach and

incorporating a quantitative survey, our team was able to inform informational gaps that were not

covered by our qualitative data (Taket, 2010). Overall, gaining a better understanding of FTFNIPV helped

to determine if occurrences of violence at NCCU are representative of state and national prevalence

rates, or if such occurrences deviate from the norm. Finally, research that explores FTFNIPV will help

inform appropriate interventions to ensure students' learning environments are supportive and safe, thus improving the quality of life for college students.

DELIVERABLES

The following tables outline deliverables resulting from a comprehensive formative research project completed during our tenure as the NCCU Capstone team. Prior to the initiation of our project, we consulted key stakeholders in the NCCU community to outline tangible tools they wished to gain from our project; these tools express the needs of NCCU and are instruments that can be used to further explain and address FTFNIPV in future years. Deliverables include: (1) qualitative tools to assess community norms pertaining to FTFNIPV; (2) a quantitative norms and attitudinal survey intended for campus-wide distribution; (3) a program plan outlining determinants of FTFNIPV and program recommendations to address these factors; and, (4) an executive summary to succinctly present our findings to campus administrators and other stakeholders.

Deliverable 1: Community social norms assessment tools	
Format:	5 page narrative literature review, 16 question individual interview guide delivered via student research team, and 15 question focus group guide delivered via student research team.
Purpose:	To identify the determinants of female-to-female non-intimate partner violence on NCCU's campus and identify opportunities for intervention. The NCCU Capstone team conducted the formative research to inform the design of an intervention. NCCU administrators will use the results to inform a campus-wide campaign.
Activities:	Literature Review Steps: • Identified relevant literature via online peer-reviewed literature sources, such as GoogleScholar and PubMed, CINAHL, Web of Science. Combinations of search terms included: "violence," "female violence," "campus violence," "college," "aggression," "anger management," "female assault," "simple assault," "higher education," "non-intimate partner violence," "relational aggression," among other terms. • Reviewed literature based on the following criteria: relevant age

	range, any race, female gender, college environment or setting, and type of violence; excluded articles on intimate partner violence. Broadened search to include juvenile justice system and adolescent violence data.
	• Determined key variables of interest as it relates to FFNIPV.
	• Drafted project research questions based on findings.
	Individual Interview Steps:
	• Drafted interview guide for individual interviews.
	• Tested guide with student stakeholders for appropriateness and understandability.
	• Revised individual guide based on feedback.
	Focus Group Steps:
	• Drafted interview guide for focus groups.
	• Collected feedback on draft focus group guide from stakeholders, students, and on-call consultants.
	• Revised focus group guide based on feedback.
	Attitudinal Survey Steps:
	• Compiled social norm/attitudinal survey measures from available validated violence attitudinal assessment tools adapted with permission from authors noted in the CDC Normative Aggression Scales Publication.
	• Adapted/created draft survey instrument measuring social norms and attitudes.
	• Collected feedback from on-call survey design and distribution personnel.
	• Pilot tested survey instrument with undergraduate student volunteers/employees of NCCU Women's Center (5 individuals).
	• Incorporated feedback to shorten survey completion time and revised wording and format to improve readability and clarity.
	• Revised survey instrument based on feedback from pilot test.
Key Findings:	• Literature addressing incidence and determinants of FFNIPV is lacking and non-existent when specifically looking at HBCU settings.
	• Validated measures regarding attitudes of and social norms surrounding violence, specifically on college campuses are lacking.
	• Students prefer using the wording "fighting" instead of violence when talking about FFNIPV.
	• Key variables addressed in research questions include social media use, home environments, NCCU culture, and personal identities as

	they relate to students' perceptions and experiences with FFNIPV.
Recommendations:	• Due to a lack of validated measures, qualitative data results should be used to inform the quantitative data collection tools designed to assess FFNIPV on college campuses. • Students should be asked to pilot test interview guides to ensure appropriateness and clarity. • Methods employed and best practices used to construct qualitative data collection tools should be well documented and distributed to assist others interested in performing similar research and to add to the literature on this topic. • Results of literature review should be made available for NCCU women's center staff to use in future program development to address FFNIPV on campus.

Deliverable 2: Violence Norms and Attitudinal Survey	
Format:	72 item attitudinal survey for campus-wide electronic distribution.
Purpose:	To collect quantitative data in order to further understand the problem of FFNIPV on NCCU's campus and identify areas in need of further attention.
Activities:	• Compiled social norm/attitudinal survey measures from available validated violence attitudinal scales including the CDC Normative Aggression Scales Publication. • Adapted/created draft survey instrument measuring social norms and attitudes. • Collected feedback from on-call survey design and distribution personnel. • Pilot tested survey instrument with undergraduate student volunteers/employees of NCCU Women's Center (5 individuals). • Incorporated feedback to shorten survey completion time and revised wording and format to improve readability and clarity. • Revised survey instrument based on feedback from pilot test. • Presented survey to University administrators for distribution in the 2013-2014 academic year.
Key Findings:	• Findings will be determined after the electronic survey is administered.

Recommendations:	• Due to a lack of validated measures, qualitative data results should be used to inform the quantitative data collection tools assessing FFNIPV on college campuses.
	• Students should be asked to pilot test quantitative surveys to determine time required for survey completion, and to ensure appropriateness and clarity.
	• Methods employed and best practices used to construct quantitative data collection tools should be well documented and distributed to assist others interested in performing similar research and to add to the literature on this topic.
	• Results from quantitative survey should be analyzed using statistical software, and compiled to understand community norms and to evaluate outcome of the proposed intervention strategies.

Deliverable 3: Executive Summary of social norms assessment	
Format:	3 page narrative executive summary
Purpose:	To summarize the problem of FFNIPV on NCCU's campus and disseminate formative research findings and recommendations in a succinct format to NCCU administrators and other stakeholders.
Activities:	• Conducted 5 individual interviews with female undergraduate students who had been involved in FFNIPV and sanctioned by the OSRR.
	• Conducted 5 focus groups with up to 12 participants each. Participants included both male and female undergraduate students.
	• Analyzed qualitative data (recordings and transcriptions) using Atlas.ti software; developed codebook from memoed and coded data, and developed multiple iterations of analytical product.
	• Organized findings according to the Social Ecological Framework, and refined language to communicate findings to non-public health audiences.
	• Drafted executive summary and distributed to key stakeholders for feedback.
	• Finalized executive summary according to feedback.
	• Disseminated executive summary to NCCU administrators.
Key Findings:	• Students are more likely to respond to potentially sensitive questions, (such as questions regarding one's race and/or sociodemographic characteristics as they relate to one's identity and/or decisions to be

	violent) when asked in individual interviews as compared to focus group settings.
	• Qualitative data analysis included the following determinants that were amenable to change:
	○ **Individual level**: Pro-violence attitudes, low conflict management skills, image control strategies leading to violence.
	○ **Interpersonal level**: Pro-violence peer pressure messages, antagonistic use of social media, low conflict resolution assistance.
	○ **Community Level:** Pro-violence social norms, stigma of help-seeking behavior related to conflict mitigation, low community cohesion.
	○ **Policy level:** Lack of comprehensive data tracking related to violent incidents, lack of formal institutional social media use policy in student handbook.
Recommendations:	• Qualitative and quantitative methods should be used in combination to better understand the breadth of FFNIPV on University campuses.
	• Formative research findings should be compiled and distributed to campus administrators via a three page executive summary accompanying the program plan to provide a more succinct document to explain FFNIPV.
	• Formative research findings should be used to identify and prioritize determinants of FFNIPV and subsequently to design intervention strategies to address the prioritized determinants. The program plan shall be grounded in the research findings of the aforementioned quantitative and qualitative formative research.

Deliverable 4: Program Plan	
Format:	62 page program planning and evaluation document
Purpose:	To describe determinants of FFNIPV on NCCU's campus and outline an appropriate intervention to address the issue.
Activities:	• Described epidemiological and social assessment, behavioral and environmental determinants, and precursors as identified in Deliverable 1 and 2.
	• Justified the determinants identified by providing supporting peer-reviewed literature and qualitative data.
	• Designed intervention and alignment strategies based on results of formative research.

	- Drafted process and outcome evaluation plan. - Finalized program plan. - Distributed finalized program plan to NCCU stakeholders.
Key Findings:	- Causes of FFNIPV at NCCU can be attributed to both distal and proximal factors on the intrapersonal, interpersonal, community, institutional and policy levels of the SEF. - Existing interventions should maximize existing community strengths and resources and be adapted to fit the unique characteristics of the given college context using formative research findings to inform these changes. - Intervention strategies to address FFNIPV should follow an ecological perspective to maximize potential effectiveness. Identified intervention components for NCCU include: - The individual empowerment intervention arm, which involves adapting the YES social norms curriculum for the NCCU environment. - The community development intervention arm, which involves activities to increase community cohesion through YES program including campus events, film screenings, beautification projects, and mentoring initiatives. - The social norms intervention arm, which includes adapting existing sexual assault bystander engagement programming to FFNIPV occurring in the NCCU environment. - The policy intervention arm, which enhances the standardized reporting system regarding FFNIPV and addressing social media in the NCCU student handbook. - The individual empowerment and the social norms intervention arms can be evaluated using existing validated measures and protocols and measurement tools included in each intervention materials packet. The community development intervention arm can be evaluated by employing qualitative methods to assess attitudes towards community development activities. The policy arm can be evaluated by qualitative methods and surveys pertaining to student awareness of social media policy and attitudes about the policy.
Recommendations:	- Utilize a comprehensive program plan strategy (such as the PRECEDE-PROCEED model) to identify causes of and solutions to FFNIPV. - Engage key stakeholders, key informants, and volunteers from the partnering community in all stages of program plan development to ensure program utility and feasibility. - The intervention should be delivered in the fall of academic year 2014

	to allow adequate time for obtaining and adapting pre-existing YES and Bystander Engagement materials, training staff, and developing a feasible timeline according to the capabilities of the NCCU Women's Center near the time of launching the program.
	• Program plan implementation should be led by the NCCU Women's Center in collaboration with representatives from the Residential Advisory program, Student Affairs and Enrollment Management and the Office of Students Rights and Responsibilities, to encompasses the entire NCCU community. Furthermore, a community advisory board, consisting of students, faculty, and staff, should be formed to guide the implementation of the program plan.
	• The NCCU Women's Center will have primary oversight of the implementation of the program plan.
	• To ensure program sustainability it is important to create a community advisory board (CAB) at the beginning of the project to ensure that the program plan gets implemented as intended, even after the completion of the Capstone team's tenure.

Strengths and Limitations of Engaging Stakeholders

Engaging stakeholders within the NCCU community was an important component of our project as our topic was sensitive in nature and required considerable support to be effective for the entire NCCU campus. NCCU administrators noted occurrences of FTFNIPV as a campus-wide problem having potentially serious quality of life implications for both current and future students. Also, because high-ranking NCCU administrators (e.g., the Dean of Students, Vice Chancellor for Student Affairs and Enrollment Management, and Director of Student Life Assessment), were concerned with this issue, we had support for our program at multiple administrative levels from the very beginning. The Director of the Women's Center initiated a partnership with us to develop a solution to this pre-identified problem and we were thus able to garner support for our project from these policy-making stakeholders.

We faced several challenges in engaging prominent stakeholders, despite their interest in addressing FTFNIPV. First, although NCCU administrators were receptive to our research ideas, it was particularly difficult to keep them engaged due to competing priorities and limited resources allocated

to the project. This is due in part to the fact that the priority for administrators and students tends to be education and not FTFNIPV. While FTFNIPV affects a student's educational trajectory, administrators were often required to prioritize their educational duties first, which resulted in minimal time allotted for interaction with our team.

Another limitation that we encountered, but which would have greatly strengthened our approach to this project, is the creation of a community advisory board (CAB). By creating a CAB, we would have been able to more effectively engage all levels of our community (e.g. students, campus law enforcement) in a unified way, thus allowing us to capture input from the entire community. Creating a CAB is additionally instrumental in developing program sustainability, as it creates a functioning body solely committed to the project upon conclusion of our work. Despite this limitation, we were in fact able to engage a variety of enthusiastic stakeholders to a certain extent that really enhanced our ability to address this health topic, and we were eager to incorporate their thoughts and ideas into our final deliverables.

Lessons Learned

The Capstone experience has been rich with learning opportunities and has truly given us the opportunity to utilize the skills we learned in the classroom. One significant set of skills that we were able to enhance is navigating the qualitative research process, which will be helpful in completing formative research as public health practitioners. We each had the experience of facilitating at least one focus group and at least one individual interview. Having the opportunity to add this practical experience to our educational training in qualitative research will prove invaluable as a public health practitioner. Additionally, we were able to hone our community engagement skills, which is an essential component of public health practice and will prove to be useful in any community setting.

We also gained considerable experience with participant recruitment; we learned that the recruitment process can be time-consuming and difficult, particularly when navigating a community in

which the researcher is not a member. Recruiting participants required creativity to ensure that we recruited an appropriate number of participants in our attempts to collect relevant and rich data while maintaining compliance with IRB stipulations. For example, when traditional recruitment strategies failed, the Capstone team reached out to various student groups on campus and asked to attend their existing meeting times in order to garner participation. This strategy proved to be successful and allowed us to infiltrate cohesive groups of students that were already comfortable with one another, which increased candidness during focus groups. Lastly, we gained skills in survey development and design. We constructed and distributed a quantitative electronic questionnaire to all undergraduate students. We developed the survey borrowing from validated and reliable survey measures. For those areas for which we lacked validated data collection measures, we crafted new questions utilizing information obtained from the individual interviews and focus groups. Such survey development skills will be beneficial in our careers as public health practitioners. The skills are transferable to any topic and/or setting. The IRB process was an additional experience that will enhance our understanding of public health research and program implementation in the future.

The Impact of Our Work on the NCCU Women's Center

An increase in violence among the female student population is a serious concern for any university. As a Capstone team, we were able to partner with the Women's Center to provide a public health approach to violence prevention on a college campus. By bringing our research skills to the table, we were able to develop an intervention for NCCU based on exploratory data rather than anecdotal evidence. This may be particularly beneficial for the Women's Center considering very little data exists on this subject, and the intervention is tailored specifically for their population. Additionally, this project has built the Women's Center capacity for future work on this topic by providing an evidence base for FTFNIPV on NCCU's campus. It is also possible that this project helped to create increased awareness on campus regarding FTFNIPV. Many students were involved in the formative research process and several

of them expressed interest in the topic, and an article was written about the project in the school's newspaper. The increased awareness will improve potential for sustainability of the project as well.

The Impact of Our Work on FTFNIPV

As previously described, FTFNIPV is an emergent public health issue that has been insufficiently studied. Few research projects have been conducted to examine interpersonal violence in our target population. In exploring the contextual factors that account for the rise of FTFNIPV among college female students, in particular at a HBCU or similar population, our project has filled gaps in the current interpersonal violence literature. Specifically, our project has provided key insights for understanding the environmental and behavioral determinants of FTFNIPV among similar populations.

Among these determinants, previous research has explored and documented the influence of media on violence among youths (Huesmann, 2006). However, in our review of the literature, no studies were found that examined the relationship between social media and violence. As indicated by key informants, social media sites, such as Twitter and Facebook, oftentimes serve as a medium through which conflicts among members of our target population are initiated or escalated. Results from our qualitative interviews and focus groups helped to clarify the mechanism through which social media use enables FTFNIPV. This has been done with traditional mass media, e.g. television and video games. Future studies should further explore the impact of exposure to social media violence on youth aggression and violent behaviors. Also, the effect size of social media violence should be studied empirically.

Our project also adds to the current literature related to aggression among racial/ethnic minority women. Our target population, which included primarily African-American women, shared unique social experiences that shaped members' attitudes and perceptions of violence. Investigating the risk factors of FTFNIPV at an HBCU allowed for a contextualized understanding of the synergistic influence of race and gender. As indicated by previous research, our findings highlight how these

characteristics determine exposure to violence and shape unique norms related to aggression and violence. As a result, future studies and interventions on interpersonal violence involving racial minority women should consider the role of race and gender in constructing violence-related social norms.

Recommendations

Since the focus of our project involved conducting formative research on an emergent topic, the immediate next steps should be dedicated to engaging with stakeholders to substantiate our interpretations and guide the implementation of our program plan. Due to limited time, we were unable to partner with stakeholders and the intervention beneficiaries in the development and execution of the intervention. Nevertheless, the active involvement of these parties is necessary to ensure the appropriateness and acceptability of our proposed intervention. As the project proceeds to the intervention testing and evaluation phases, we recommend that the NCCU Women's Center create a CAB. The CAB will consist of key stakeholders from NCCU administration, faculty, staff, and the student body in order to ensure that the intervention aligns with NCCU's culture and strategic goals. A key function of the board will be to provide oversight and support for the program plan during its implementation, evaluation, and eventual institutionalization.

Given the amount of resources necessary to implement the next phase of this project, we recommend that the NCCU Women's Center obtain a summer practicum intern or another Capstone team to provide technical assistance in implementing the plan. Specific activities should include applying for grant funds for program implementation and evaluation, and developing and piloting intervention materials. Ultimately, the intern or Capstone team should work with the CAB to refine the intervention plan accordingly.

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APPENDIX A

NCCU Women's Center Capstone Team Logic Model

Inputs	Activities	Outputs	Outcomes	Impact
• Partnership between UNC and NCCU • Partnership between Capstone Team and NCCU Women's Center • Faculty advisor with research and survey development expertise • NCCU Consultant with survey distribution skills • Four graduate students with formative research skills (qualitative and quantitative) and knowledge about public health best practices • Incentives for study participants • Locked cabinet space at NCCU for sensitive materials • Key informant and student participant time	• Develop community social norms assessment tools • Collect and analyze formative research data • Summarize formative research findings • Develop program plan • Develop executive summary	• Community social norms assessment tools • Program plan to address FTFNIPV • Executive summary of formative research findings	• Increased understanding of social norms concerning FTFNIPV among NCCU community • Increased awareness of FTFNIPV among NCCU community • Identified strategies to address FTFNIPV on NCCU Campus	• Reduced risk of violence to improve campus safety • Reduced incidence of FTFNIPV